



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12511724  
SAU: MSAD 57  
School: Line Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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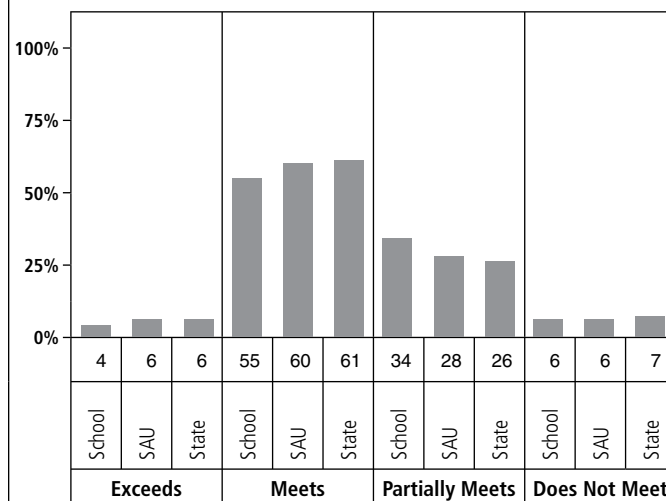
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

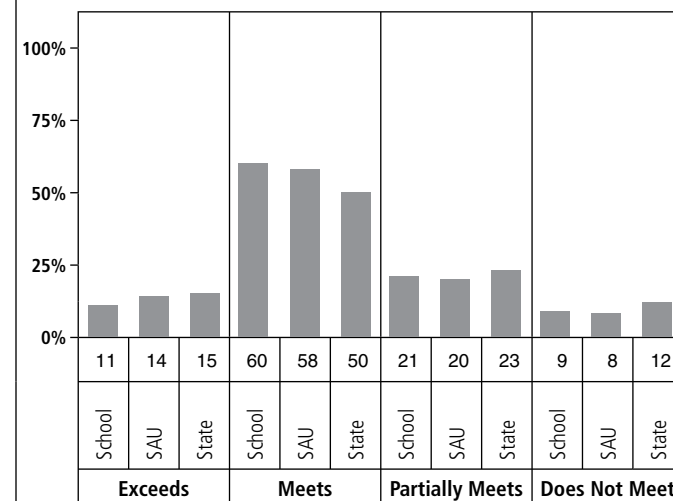
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	542	544	544
2007–2008	542	545	545
<b>2008–2009</b>	<b>544</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	543	545	545
<b>Mathematics</b>			
2006–2007	542	543	546
2007–2008	541	545	546
<b>2008–2009</b>	<b>548</b>	<b>548</b>	<b>547</b>
Cum. Avg.*	543	545	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>547</b>	<b>544</b>	<b>543</b>

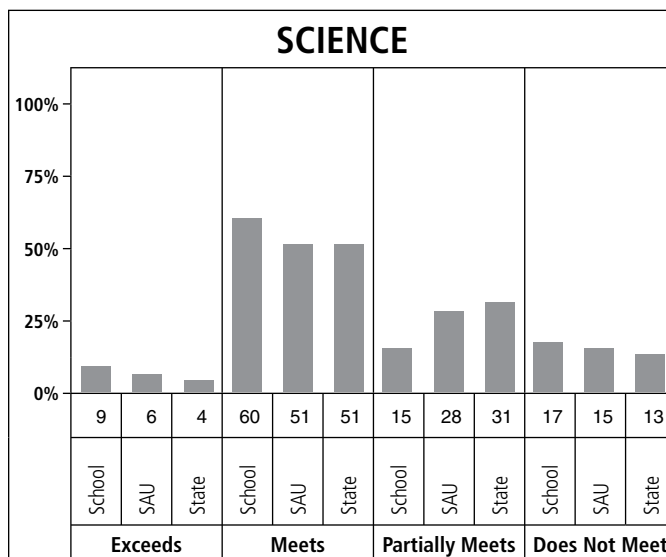
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	48	100	260	100	14212	100	48	100	260	100	14135	100	48	100	260	100	14144	100	48	100	260	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	1	0	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	1	0	110	1	0	0	1	100	110	100	0	0	1	100	110	100	0	0	1	100	110	100
Asian or Pacific Islander	0	0	4	2	259	2	0	0	4	100	253	98	0	0	4	100	258	100	0	0	4	100	257	99
Hispanic	3	6	3	1	175	1	3	100	3	100	172	99	3	100	3	100	172	99	3	100	3	100	173	99
Caucasian/White	45	94	251	97	13271	93	45	100	251	100	13212	100	45	100	251	100	13211	100	45	100	251	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	7	15	36	14	2479	17	7	100	36	100	2454	100	7	100	36	100	2455	100	7	100	36	100	2451	99
<b>Current LEP</b>	0	0	1	0	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
<b>Economically disadvantaged</b>	21	44	103	40	5848	41	21	100	103	100	5815	100	21	100	103	100	5819	100	21	100	103	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	40	83	213	82	10849	76	40	83	213	82	10872	76	40	83	216	83	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	2	1	307	3	0	0	2	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	3	8	7	3	123	1	3	8	7	3	121	1	3	8	7	3	126	1
<b>Participation with accommodations</b>	7	15	41	16	3122	22	7	15	41	16	3124	22	7	15	38	15	3019	21
Identified disability (PET/IEP)	6	86	30	73	1992	64	6	86	28	68	2000	64	6	86	28	74	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	3	184	6
504 plan	0	0	1	2	84	3	0	0	1	2	86	3	0	0	1	3	81	3
Other	1	14	9	22	907	29	1	14	11	27	886	28	1	14	8	21	826	27
<b>Participation through alternate assessment (PAAP)</b>	1	2	6	2	164	1	1	2	6	2	148	1	1	2	6	2	142	1
Identified disability (PET/IEP)	1	100	6	100	164	100	1	100	6	100	148	100	1	100	6	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	15	6	702	5
	2007-2008	2	4	14	6	659	5
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>836</b>	<b>6</b>
	Cum. Total*	4	3	44	6	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	28	51	143	54	7730	55
	2007-2008	23	40	133	53	8195	58
	<b>2008-2009</b>	<b>26</b>	<b>55</b>	<b>152</b>	<b>60</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	77	48	428	56	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	23	42	87	33	4182	30
	2007-2008	23	40	86	34	3800	27
	<b>2008-2009</b>	<b>16</b>	<b>34</b>	<b>71</b>	<b>28</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	62	39	244	32	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	7	21	8	1419	10
	2007-2008	9	16	18	7	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>6</b>	<b>16</b>	<b>6</b>	<b>973</b>	<b>7</b>
	Cum. Total*	16	10	55	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.8	62.1	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.4	60.0	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.4	64.2	15.9	66.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	47	2	4	26	55	16	34	3	6	544	254	6	60	28	6	546	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										1						110	0	48	38	14	541
Asian or Pacific Islander	0										4						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	45	2	4	25	56	15	33	3	7	544	246	6	60	28	6	546	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	0	0	5	83	1	17	533	30	0	13	60	27	535	2290	0	29	47	23	537
No	41	2	5	26	63	11	27	2	5	546	224	7	66	24	4	547	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										1						354	1	35	34	30	538
No	47	2	4	26	55	16	34	3	6	544	253	6	60	28	6	546	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	20	0	0	10	50	8	40	2	10	541	100	1	60	31	8	544	5716	2	51	35	12	542
No	27	2	7	16	59	8	30	1	4	547	154	9	60	26	5	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	47	2	4	26	55	16	34	3	6	544	254	6	60	28	6	546	13963	6	61	26	7	546
<b>Gender</b>																						
Female	22	1	5	12	55	6	27	3	14	544	131	7	63	24	7	547	6882	8	62	24	6	547
Male	25	1	4	14	56	10	40	0	0	545	123	5	57	33	6	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	47	2	4	26	55	16	34	3	6	544	254	6	60	28	6	546	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	7	1	14	5	71	1	14	0	0	553	19	37	58	5	0	558	450	26	72	2	0	557
No	40	1	3	21	53	15	38	3	8	543	235	3	60	30	7	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	524	5	0	50	25	25	541	4	2	40	34	24	540
B. less than one hour	53	1	4	15	60	7	28	2	8	544	72	7	64	23	6	547	70	6	63	26	6	546
C. one to two hours	36	1	6	10	59	6	35	0	0	547	21	4	52	41	4	544	24	7	61	26	6	546
D. more than two hours	9	0	0	1	25	3	75	0	0	541	2	0	17	83	0	540	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	47	1	5	15	68	5	23	1	5	547	38	8	71	16	4	549	36	10	67	18	5	549
B. good	30	1	7	8	57	3	21	2	14	544	43	5	58	29	8	545	47	5	62	27	6	546
C. fair	21	0	0	3	30	7	70	0	0	539	15	5	41	46	8	542	15	2	47	40	12	541
D. poor	2	0	0	0	0	1	100	0	0	540	3	0	38	63	0	541	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	26	2	17	7	58	3	25	0	0	551	30	13	60	27	0	550	31	9	65	20	5	548
B. They match some of what I have learned.	57	0	0	17	63	9	33	1	4	544	54	3	66	26	5	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	2	40	2	40	1	20	539	13	0	41	38	22	539	10	3	45	38	14	542
D. There is no match.	6	0	0	0	0	2	67	1	33	532	4	11	22	44	22	538	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	2	40	2	40	1	20	541	19	6	48	33	13	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	74	2	6	21	60	10	29	2	6	545	65	7	63	25	4	547	64	7	63	25	5	547
C. easier than my regular schoolwork	15	0	0	3	43	4	57	0	0	543	16	0	59	34	7	543	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	0	0	3	75	1	25	533	12	0	32	42	26	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	40	1	6	7	39	10	56	0	0	544	54	5	61	31	3	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	51	1	4	17	74	3	13	2	9	547	34	10	67	19	5	548	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	32	1	7	9	60	5	33	0	0	548	21	6	65	29	0	548	20	10	64	21	5	548
B. 20 minutes to an hour	49	1	4	15	65	5	22	2	9	545	50	7	64	25	3	547	56	7	65	24	5	547
C. less than 20 minutes	4	0	0	1	50	1	50	0	0	543	11	7	55	24	14	546	10	3	52	33	12	543
D. I rarely read at home.	15	0	0	1	14	5	71	1	14	537	18	2	43	37	17	541	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	0	0	5	45	5	45	1	9	541	26	2	53	34	11	543	25	3	53	33	11	543
B. six to ten pages	17	2	25	4	50	2	25	0	0	550	20	8	67	21	4	546	26	6	61	26	7	546
C. eleven or more pages	59	0	0	17	63	8	30	2	7	544	54	7	61	28	4	547	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	536	100	0	0	100	0	536						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	4	20	7	1711	12
	2007-2008	1	2	23	9	1617	12
	<b>2008-2009</b>	<b>5</b>	<b>11</b>	<b>36</b>	<b>14</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	8	5	79	10	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	28	51	127	48	6778	48
	2007-2008	30	53	129	51	7284	52
	<b>2008-2009</b>	<b>28</b>	<b>60</b>	<b>147</b>	<b>58</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	86	54	403	52	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	16	29	89	33	3884	28
	2007-2008	12	21	67	27	3341	24
	<b>2008-2009</b>	<b>10</b>	<b>21</b>	<b>51</b>	<b>20</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	38	24	207	27	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	9	16	31	12	1683	12
	2007-2008	14	25	32	13	1778	13
	<b>2008-2009</b>	<b>4</b>	<b>9</b>	<b>20</b>	<b>8</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	27	17	83	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	26.1	54.4	26.2	54.6	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.6	58.9	10.4	57.8	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.9	49.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.3	43.0	4.5	45.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.3	63.0	6.1	61.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	47	5	11	28	60	10	21	4	9	548	254	14	58	20	8	548	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										1						110	5	42	34	20	540
Asian or Pacific Islander	0										4						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	45	5	11	27	60	9	20	4	9	548	246	15	58	20	8	548	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	3	50	2	33	533	30	0	37	43	20	536	2307	3	32	32	33	536
No	41	5	12	27	66	7	17	2	5	550	224	16	61	17	6	550	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										1						365	5	33	30	32	536
No	47	5	11	28	60	10	21	4	9	548	253	14	58	20	8	548	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	20	1	5	11	55	5	25	3	15	544	100	8	58	23	11	545	5731	7	46	29	18	542
No	27	4	15	17	63	5	19	1	4	550	154	18	58	18	6	550	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	47	5	11	28	60	10	21	4	9	548	254	14	58	20	8	548	13988	15	50	23	12	547
<b>Gender</b>																						
Female	22	1	5	15	68	4	18	2	9	548	131	14	59	18	10	548	6889	14	51	23	12	546
Male	25	4	16	13	52	6	24	2	8	548	123	15	57	23	6	548	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1918	3	39	36	22	539
No	47	5	11	28	60	10	21	4	9	548	254	14	58	20	8	548	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	7	3	43	3	43	1	14	0	0	558	19	63	32	5	0	562	450	64	34	2	0	564
No	40	2	5	25	63	9	23	4	10	546	235	10	60	21	9	547	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	524	5	8	33	25	33	537	4	8	38	26	28	539
B. less than one hour	53	4	16	15	60	4	16	2	8	549	72	17	60	17	6	549	70	15	52	23	10	547
C. one to two hours	36	1	6	12	71	4	24	0	0	550	21	7	61	26	6	547	24	15	51	23	11	547
D. more than two hours	9	0	0	1	25	2	50	1	25	539	2	0	17	50	33	535	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	5	26	10	53	1	5	3	16	551	33	28	58	8	6	553	34	28	50	14	8	552
B. good	30	0	0	11	79	3	21	0	0	550	41	13	63	19	5	549	45	11	54	24	10	546
C. fair	23	0	0	6	55	4	36	1	9	542	20	0	53	37	10	542	18	3	45	33	19	540
D. poor	6	0	0	1	33	2	67	0	0	540	6	0	36	36	29	536	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	0	0	16	89	1	6	1	6	550	42	20	64	11	5	552	38	22	52	19	7	550
B. They match some of what I have learned.	47	4	18	11	50	5	23	2	9	548	46	11	57	23	9	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	1	17	1	17	4	67	0	0	542	9	5	45	45	5	541	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	0	0	1	100	524	4	11	33	22	33	539	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	9	0	0	1	25	2	50	1	25	536	16	8	43	35	15	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	78	3	8	23	64	7	19	3	8	548	69	16	61	16	7	549	64	15	53	23	10	547
C. easier than my regular schoolwork	13	2	33	4	67	0	0	0	0	557	15	14	62	19	5	548	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	9	0	0	2	50	2	50	0	0	543	7	18	35	35	12	543	7	6	39	27	27	539
B. 30–45 minutes	38	2	11	11	61	5	28	0	0	548	25	6	57	29	8	545	28	9	49	28	15	544
C. 45–60 minutes	38	2	11	11	61	2	11	3	17	549	44	20	58	16	6	551	41	17	53	21	9	548
D. more than 60 minutes	15	1	14	4	57	1	14	1	14	548	24	12	65	15	8	547	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										8	16	47	21	16	547	6	14	43	24	20	543
B. two or three days a week	23	0	0	10	91	1	9	0	0	551	37	11	65	18	5	548	24	17	52	21	10	548
C. two or three times each month	45	3	14	13	62	4	19	1	5	549	38	18	57	19	6	550	33	17	52	21	9	548
D. never or almost never	32	2	13	5	33	5	33	3	20	543	18	13	50	26	11	545	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	28	0	0	11	85	1	8	1	8	548	39	12	62	19	7	549	23	13	47	26	15	545
B. two or three days a week	35	3	19	8	50	5	31	0	0	550	26	23	55	20	3	551	31	17	52	21	10	548
C. two or three times each month	24	2	18	6	55	1	9	2	18	548	19	15	58	17	10	548	27	17	52	21	10	548
D. never or almost never	13	0	0	2	33	3	50	1	17	542	15	5	53	29	13	542	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	0	0	1	100	528	100	0	0	0	100	528						
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	4	9	15	6	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	28	60	130	51	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	7	15	71	28	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	8	17	38	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	31.2	65.0	29.2	60.8	29.2	60.8
<b>D. The Physical Setting</b>	24	50	14.0	58.3	12.9	53.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	17.3	72.1	16.3	67.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	4	9	28	60	7	15	8	17	547	254	6	51	28	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										1						110	3	36	35	26	538
Asian or Pacific Islander	0										4						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	45	4	9	26	58	7	16	8	18	547	246	6	51	28	15	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	533	30	0	23	53	23	535	2309	2	29	39	29	536
No	41	4	10	27	66	4	10	6	15	549	224	7	55	25	14	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										1						361	1	23	32	44	533
No	47	4	9	28	60	7	15	8	17	547	253	6	51	28	15	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	20	1	5	13	65	2	10	4	20	545	100	2	49	32	17	542	5729	2	42	37	20	539
No	27	3	11	15	56	5	19	4	15	548	154	8	53	25	14	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	47	4	9	28	60	7	15	8	17	547	254	6	51	28	15	544	13987	4	51	31	13	543
Gender																						
Female	22	1	5	13	59	4	18	4	18	545	131	5	49	30	17	543	6886	4	49	33	14	542
Male	25	3	12	15	60	3	12	4	16	548	123	7	54	26	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	47	4	9	28	60	7	15	8	17	547	254	6	51	28	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	7	2	29	4	57	0	0	1	14	556	19	37	58	0	5	561	450	25	72	2	1	557
No	40	2	5	24	60	7	18	7	18	545	235	3	51	30	16	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 57  
School: Line Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	516	5	0	42	25	33	538	4	2	37	35	25	538
B. less than one hour	53	2	8	16	64	2	8	5	20	547	72	7	54	26	14	544	70	4	53	31	12	544
C. one to two hours	36	1	6	12	71	4	24	0	0	550	21	4	50	35	11	543	24	5	51	31	12	544
D. more than two hours	9	1	25	0	0	1	25	2	50	540	2	17	0	33	50	537	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	36	2	12	9	53	3	18	3	18	547	23	8	54	22	15	545	26	7	56	26	11	545
B. good	55	2	8	18	69	2	8	4	15	548	57	6	54	27	13	545	53	4	53	31	11	544
C. fair	4	0	0	1	50	1	50	0	0	542	16	5	45	38	13	541	18	2	41	39	17	540
D. poor	4	0	0	0	0	1	50	1	50	533	4	0	20	30	50	532	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	30	0	0	11	79	1	7	2	14	547	21	4	58	26	11	544	23	5	56	28	11	544
B. They match some of what I have learned.	54	3	12	13	52	4	16	5	20	546	49	7	47	28	17	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	13	1	17	3	50	1	17	1	17	550	21	6	57	28	9	545	23	4	49	33	14	543
D. There is no match.	2	0	0	0	0	1	100	0	0	538	9	5	41	27	27	538	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	26	1	8	7	58	2	17	2	17	548	23	9	48	28	16	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	52	1	4	15	63	4	17	4	17	545	58	3	53	28	15	543	58	4	52	32	12	543
C. easier than my regular schoolwork	22	2	20	5	50	1	10	2	20	552	19	11	50	24	15	545	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	89	4	10	25	60	7	17	6	14	548	39	7	54	23	16	545	33	5	51	31	14	543
B. a few times a week	9	0	0	3	75	0	0	1	25	546	24	5	46	33	16	543	45	4	52	32	11	544
C. once a week	2	0	0	0	0	0	0	1	100	516	9	9	50	18	23	543	8	4	50	30	16	542
D. a few times a month	0										28	4	53	33	10	543	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	26	0	0	8	67	1	8	3	25	544	38	4	53	27	16	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	15	0	0	2	29	3	43	2	29	539	19	2	34	38	26	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	32	4	27	7	47	2	13	2	13	552	29	14	54	22	10	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	28	0	0	11	85	1	8	1	8	548	14	0	67	25	8	545	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	65	3	10	19	63	3	10	5	17	548	42	6	57	21	17	545	47	4	51	32	12	543
B. a few times a month	11	0	0	3	60	1	20	1	20	544	20	6	43	33	18	542	27	5	54	30	11	544
C. once a month	11	1	20	2	40	1	20	1	20	546	10	12	42	35	12	544	10	5	49	30	15	543
D. never or almost never	13	0	0	3	50	2	33	1	17	542	28	4	51	33	11	543	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	55	3	13	16	67	3	13	2	8	550	41	6	50	26	18	543	46	4	52	32	12	543
B. a few times a month	32	0	0	7	50	1	7	6	43	540	24	5	53	22	20	544	28	5	53	30	12	544
C. once a month	0										10	8	50	29	13	544	11	4	47	34	15	542
D. never or almost never	14	0	0	4	67	2	33	0	0	548	25	5	52	34	8	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	544	100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number